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ABSTRACT

During spring 1993, a student survey was administered to gather data required to fulfill district, college, and continuing education information needs regarding student perceptions of the San Diego Community College District's (SDCCD's) educational services. Students in a random sample of classes were surveyed to reach a 10% sample of the student population at each campus. Of the respondents, 49.9% were under 25; 52.9% were women; and 49% were Caucasian, 14.6% Latino, 14.4% African American, 10.4% Asian, and 1.5% American Indian. Survey findings included the following: (1) the top four reasons for attending SDCCD were convenient location, transfer, personal interest, and convenient class times; (2) students were aware of most student support services mentioned in the survey with the recognition index ranging from 59.4% for the transfer center to 96.4% for the library; (3) African-American students were more likely to recognize and be satisfied with support services; (4) a higher proportion of Asian students used support services but Asian students were least satisfied with the services rendered; (5) 84% of the respondents rated admissions as helpful or very helpful; (6) 74% said that orientation provided useful information about services; (7) 81% indicated they were placed in the correct level of English class, and 77.8% said they were placed correctly in math; (8) counseling/advisement received somewhat lower ratings than other services; (9) over 80% of the students felt that the education they received at SDCCD contributed to their ability to present ideas and information clearly and to understanding their abilities and interests. The survey instrument is included. (KP)

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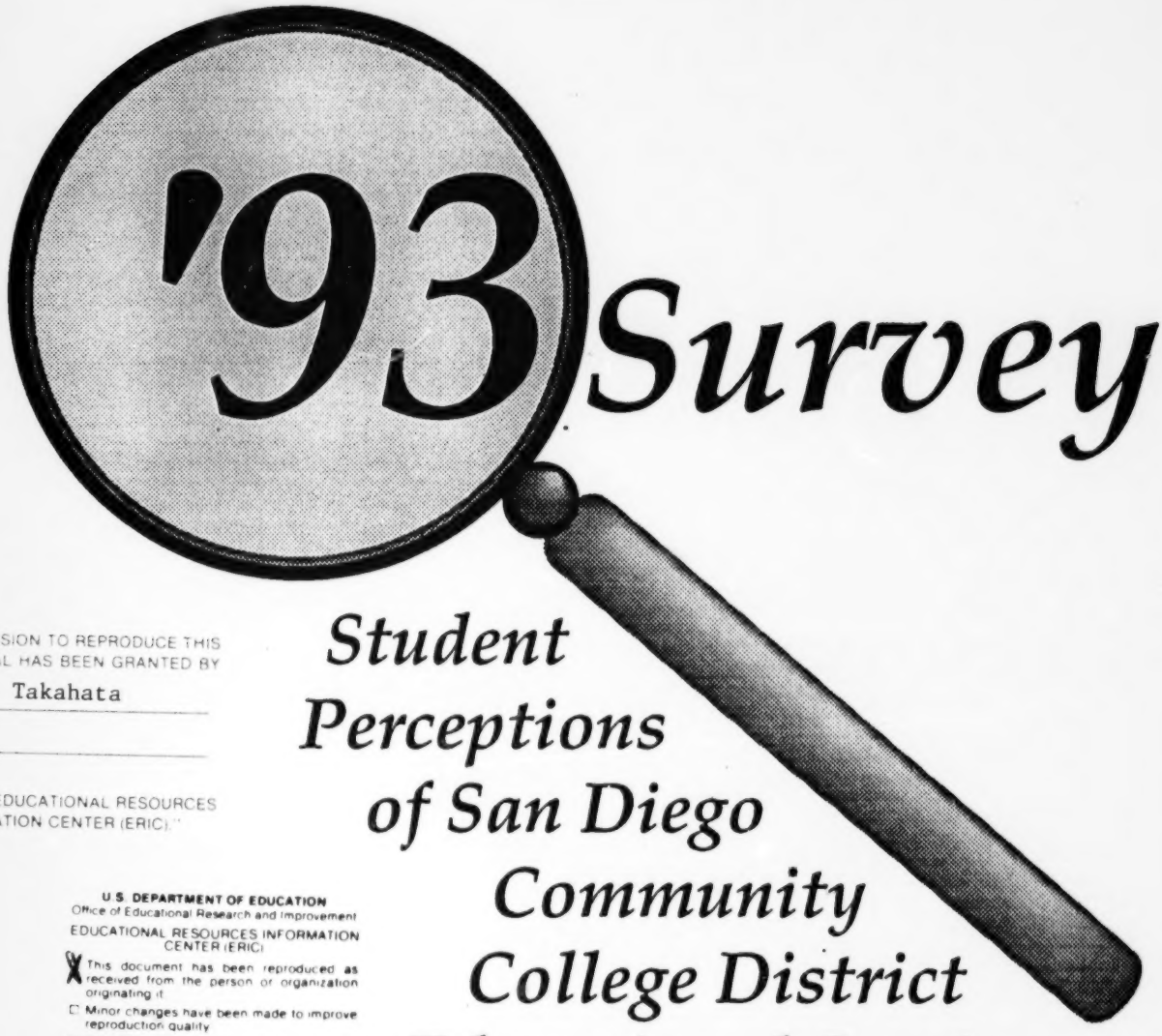

Student Perceptions of San Diego Community College District Educational Services

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Research & Planning Office
San Diego Community College District

July 1993

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San Diego Community College District
Student Survey - Spring 1993

Executive Summary

INTRODUCTION AND METHODOLOGY

During the Spring 1993 semester a student survey was administered to gather data required to fulfill district, college and continuing education information needs pertaining to student perceptions. The survey was designed to respond to mandates set forth in the State Model Accountability System of AB 1725, to assess student satisfaction with the student support services related to matriculation (AB3), to gather data related to Student Equity, and to respond to questions raised by the Board of Trustees relating to student success and satisfaction.

The survey was modeled after Design 9 of the Matriculation Local Research Options published by the State Chancellor's Office and student surveys used at other community colleges. The completed survey was reviewed by faculty and student representatives and by members of the Student Services Council.

Students were surveyed using a random sample of classes based on a 10% sample of the student population at each campus. Survey packets were delivered to a site representative who distributed the packets to faculty mailboxes. Three weeks were allotted in order to give faculty sufficient time to administer the surveys in class and return them to college survey coordinators. Survey answer sheets were scanned electronically into an ASCII file which then was analyzed using the Statistical Package for Social Sciences (SPSS).

FINDINGS AND DISCUSSION

Characteristics of Respondents

About half (49.9%) of the survey respondents were under the age of 25. They were slightly more likely to be female (52.9%). Caucasians (49.0%) comprised the largest racial/ethnic subgroup followed by Latinos (14.6%), African Americans (14.4%), Asians (10.4%), "other" students (4.4%) and American Indians (1.5%). Nearly two-thirds (65.8%) of the students stated that their

educational objective was to obtain a bachelor's degree, 15.0% planned to earn an associate degree, and 7.9% wanted to improve job skills.

In comparison with the demographic and background characteristics of the SDCCD general student population (Spring 1993 first census), the survey sample tended to be younger, more likely to have a transfer goal, and be a full time student. This is probably due to a larger proportion of day students responding to the survey (46.0%) compared to their representation in the SDCCD general population (40.2%). The survey sample was made up of a slightly smaller (5%) proportion of Caucasian students and slightly larger (4%) proportion of African American students (probably due to the over sampling of ECC students).

Findings

Reasons that students gave for enrolling at a particular campus have changed very little since the 1989 Master Plan student survey. The top four reasons (convenient location, transfer, personal interest, and convenient class times) were the same for both surveys. What was important for students then appears to remain so four years later.

Student Support Services

Questions 3 through 14 were designed to assess the recognition, use of and satisfaction with various student support services. Students were aware of most of the student support services listed in the survey. The recognition index ranged from 59.4% (Transfer Center) to 96.4% (Library).

Admissions, the library, and assessment/testing were the three services most used by students. As would be expected, services that target a specific population, such as DSPS (10.4%), the Transfer Center (25.0%) and EOPS (25.1%), had a lower use index than more general services.

Of the students that have used support services, most found them to be helpful. The satisfaction index ranged from 64.4% (job placement) to 86.1% (Library). African American students were more likely to recognize and be satisfied with support services. A higher proportion of Asian students used the support services however they were least satisfied with the services received. There was no difference in the recognition and use index by gender, although females tended to be more satisfied with the services received than males.

Full time and day students had higher recognition, use and satisfaction indices than part time and evening students. Continuing students had higher recognition and use indices than new student but were similar on their satisfaction index.

As with the analysis by racial/ethnic group, for certain groups there appears to be an inverse relationship between use and satisfaction. These results concur with the findings of other researchers, including Slark (1993) and Spicer (1990) who found an inverse relationship between use and satisfaction by day/evening enrollment, unit load, and racial/ethnic groups at other community colleges.

Matriculation Components

Of the students that participated in matriculation activities, most found them helpful:

Admissions - 84% rated it helpful or very helpful
Orientation - 74% said it provided useful information about services
Assessment - 81.0% indicated that they were placed in the correct level English class
77.8% said that they were placed in the correct level math class

The Counseling/Advisement component received somewhat lower ratings than did other matriculation components. This finding is consistent with prior surveys conducted in 1989 and 1991. While 71.3% of the students agreed that counseling sessions helped in selecting appropriate classes, less than two-thirds (64.8%) agreed it helped to clarify their educational goals. About an equal proportion of students agreed (50.6%) and disagreed (49.4%) that counseling sessions referred them to support services.

Sixty percent of the survey respondents indicated that they would be returning to the campus they are currently attending, 13.8% were not returning, and 25.6% were unsure. African American, Latino, part time and evening students and students with educational goals of "job skills" or "other" were more likely to say that they were unsure if they would be returning next semester.

Personal Growth

"True excellence," Astin (1984) argues "resides in the ability of the college or university to affect its students favorably, to enhance their intellectual development, and to make a positive difference in their lives." Questions on the survey were designed to explore this concept of "value-added" assessment: how has the training, education, and experiences at an SDCCD campus affected the learning and development of its students?

A majority of students felt that the training and education received at an SDCCD campus contributed some or very much to their personal and intellectual growth in the seven surveyed areas. More than 80% of the students felt that the training and education that they received at an SDCCD campus contributed some or very much to their ability to present ideas and information clearly and concisely in a written assignment (86.4%), to understanding their abilities and interests (82.5%), to using information learned in class to solve problems encountered outside of class (80.7%), and to becoming aware of different cultures and philosophies (80.1%).

ACKNOWLEDGMENTS

It has been said that what we choose to assess, measure, and report is a reflection of our institutional values. The efforts involved in collecting, reporting, and acting on student perceptions and opinions about our educational services reflect the high degree of importance we place on the satisfaction of our primary customers, the students.

The 1993 Student Survey was distributed to over 7,000 students in the colleges and Continuing Education . A survey of this magnitude would not have been possible without the assistance of many people. The Research and Planning Office would like to thank the following individuals who generously gave their time and provided valuable insights in making this project a success.

Chancellor Gallego and the Board of Trustees for recognizing that measuring student satisfaction is more than a state Accountability mandate; it reflects the priorities of the entire institution.

Vice Chancellor Allen Brooks for his leadership in making the 1993 student survey a reality.

Faculty leadership in such a project is vital. We wish to thank the 1992 and 1993 Academic Senate Presidents Doug Dailard, Stephen Greene, Bernadette Kubacki, Robert Michaels, Dickson Phiri, and Freddie Richards for their assistance in reviewing and responding to drafts of the student survey, and for their support of measuring student satisfaction on the colleges and Continuing Education.

Knowing what is important to the customer is difficult without input from the customers themselves. The students were well represented in this regard by Student Trustees Karen Snyder and Diane Beck. We want to thank them for their advocacy on behalf for the students.

Support services for students were key elements of the survey. We thank Student Services Council members Larry Brown, Carolyn Buck, Laurel Corona, Bill Grimes, Lynn Ceresino Neault, Barbara Penn, Jim Smith, and Betty Jo Tucker for the many hours they spent in forming our questions and reviewing the survey.

Over 3,000 students were surveyed in Continuing Education. The community-based nature of the program and the tremendous diversity of students served makes survey development and administration all the more complex. A special

thanks to Cora Benson, Laura Burgess, Bill Grimes, Jim Smith, Provost Rod Smith, and the many faculty and staff who took the time to review the instrument.

Thank you also to Dean Marc Cuellar and Associate Dean Eileen Benzwi (Centre City); Dean Ortega St. John (Clairemont); Associate Dean Frances Lee (ECC); Dean Cruz Rangel (Harbor View); Dean Leo Frisk (Kearny Mesa); Dean Walter Porter (Mid-City); Dean James Womack (Midway); Dean James Hardison (Miramar); and Associate Dean Joan Henkelman (Navajo) who coordinated the dissemination and collection of the surveys from classes held throughout our community.

Student surveys were administered to approximately 4,000 students in our three colleges. We thank Kit Foster and Curt McCarty (City), Sheila Shaw (ECC), Betty Jo Tucker (Mesa), and Stephen Greene (Miramar) who coordinated the distribution and collection of the college student survey.

Last, but certainly not least, a special thank you to the college and Continuing Education faculty who graciously allotted class time so that their students could have the opportunity to express their opinions.

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- Racial / Ethnic Group
- Gender
- Part-Time / Full-Time
- Day / Evening Attendance
- New & Continuing Students

San Diego Community College District (SDCCD)
Student Survey - Spring 1993

INTRODUCTION

During the Spring 1993 semester a student survey was administered to gather data required to fulfill district, college and continuing education information needs regarding student perceptions of SDCCD education services. The survey was designed to meet several parallel mandates. First, the survey was designed to respond to the State Model Accountability System of AB 1725. Community colleges are required to collect and report data in five areas: student access, student success, student satisfaction, staffing and fiscal conditions. Specific questions on the survey were designed to address the student satisfaction component. Second, the survey was intended to assess student satisfaction with the student support services related to matriculation.

Another purpose to be partially served by the survey is to provide faculty, staff and community members with some general indicators of campus climate. Subsumed under accountability are more general legislative mandates and concern over student equity. The statewide academic senate has suggested the use of surveys to probe for indicators of equity and differences in outcomes among various groups of students.

Finally, the survey was administered to collect data needed to respond to questions raised by the Board of Trustees:

1. How well are we serving students?
2. Are students satisfied with the education they are receiving?
3. How do students perceive what is happening to them?
4. What do students think about the services and the programs that we are providing?
5. What do students think about the treatment they receive and their interactions with faculty and staff?

The survey (see Appendix A) was modeled after Design 9 of the Matriculation Local Research Options published by the State Chancellor's Office and student surveys used at other community colleges. The completed survey was reviewed by faculty and student representatives (Academic Senate Presidents and student trustee) and by members of the Student Services Council (including the dean of matriculation from each college).

METHODOLOGY

Students were surveyed using a random sample of classes based on a 10% sample of the student population at each campus. A larger proportion of students at the Educational Cultural Complex (ECC) was surveyed to ensure a sufficient sample size to analyze the ECC data by subgroups. Survey packets, which included a cover letter signed by the college academic senate president, requesting faculty and student assistance in survey completion, were delivered to a site representative who distributed the packets to faculty mailboxes. Three weeks were given to allow faculty sufficient time to administer the surveys in class.

The following are the response rates by class for the four campuses:

	Classes Surveyed	Classes Responding	Response Rate
City	45	42	93.3%
Mesa	57	51	89.5%
Miramar	26	24	92.3%
ECC	15	15	100.0%

Survey answer sheets were scanned electronically into an ASCII file which then was analyzed using the Statistical Package for Social Sciences (SPSS). Although students were not asked to furnish their name or Social Security Number (SSN), a majority of student did so. Responses for identical SSN's (N=134) were eliminated to minimize duplication.

FINDINGS AND DISCUSSION

Demographic and Background Characteristics of Respondents

About half (49.9%) of the survey respondents were under the age of 25. They were slightly more likely to be female (52.9%) than male (47.1%). Nearly half of the students in the sample were Caucasian (49.0%), 14.6% Latino, 14.4% African American, 10.4% Asian, 4.4% other and 1.5% American Indian.

Nearly two-thirds (65.8%) of the students stated that their educational objective was to obtain a bachelor's or higher degree, 15.0% planned to earn an associate's degree, 7.9% wanted to improve job skills, 7.1% wanted to earn or maintain a certificate, and 4.2% indicated "other." About an equal percentage of students were working full time (36.8%) as part time (36.5%) and were unemployed but seeking work (13.0%) and not seeking work (13.7%).

In comparison with the demographic and background characteristics of the SDCCD general student population (Spring 1993 first census), the survey sample tended to be younger, more likely to have a transfer goal, and more likely to be a full time student. This is probably due to a larger proportion of day students responding to the survey. Day students comprised 40.2% of the SDCCD general population during the Spring 1993 term, but 46.0% of the survey respondents. The survey sample was made up of a slightly smaller (5%) proportion of Caucasian students and slightly larger (4%) proportion of African American students (probably due to the over sampling of ECC students).

Reasons that students gave for enrolling at a particular campus have changed very little since the 1989 student survey. Excluding the two reasons not included on the 1993 survey, the top four reasons were the same for both surveys.

	1989 Survey	1993 Survey
Location Convenient	58.8%	54.1%
Transfer to University	55.2%	54.3%
Personal Interest	50.2%	41.5%
Contribute to Community	43.1%	N/A
General Education	42.1%	N/A
Classes at Convenient Times	40.4%	32.0%

Student Support Services (Questions 3 - 14)

Questions 3 through 14 were designed to assess the recognition, use of and satisfaction with various student support services. The 12 questions were answered using the following scale suggested in the Matriculation Local Research Options:

(A) Have never heard of it
(B) Heard of it, but have never used it
(C) Used it, but was not satisfied
(D) Used it and found it helpful
(E) Used it and found it very helpful

Table 1 displays the recognition, use, and satisfaction indices for the 12 student support services.

Table 1
Recognition, Use, and Satisfaction Index
1993 Districtwide Student Survey
(N= 3,147)

Service	Recognition %	Use %	Satisfaction %
Admissions (Application)	95.8	93.1	84.0
Tutorial Services	87.6	29.7	74.6
Academic Counseling	90.8	59.7	69.9
Assessment/Testing	87.4	64.6	77.3
Library Services	96.4	75.7	86.1
EOPS	73.7	25.1	74.3
Health Services	77.3	23.3	77.9
Financial Aid	92.5	39.2	74.4
Transfer Center	59.4	25.0	69.0
DSP & S	66.6	10.4	72.4
Independent Learning Ctr.	74.8	51.5	85.9
Job Placement	68.6	20.1	64.4

Questionnaire Scale:

(A) Have never heard of it
(B) Heard of it, but have never used it
(C) Used it, but was not satisfied
(D) Used it and found it helpful
(E) Used it and found it very helpful

1. Recognition = $\frac{B+C+D+E}{A+B+C+D+E}$

2. Use = $\frac{C+D+E}{B+C+D+E}$

3. Satisfaction = = $\frac{D+E}{C+D+E}$

Prepared by: Research & Planning 5/93

Recognition Index

The recognition index refers to ratio of the number of respondents who are aware of the service (answers B, C, D, and E) to the total number of respondents (answers A, B, C, D, and E).

$$\text{Recognition Index} = \frac{B + C + D + E}{A + B + C + D + E}$$

Figure 1 displays the recognition index for the 12 services and resources surveyed. The library, admissions and financial aid were the three services that were most recognized by students. With the exception of the transfer center, Disabled Student Program and Services (DSPS), and job placement services, all services received at least a 70% recognition level.

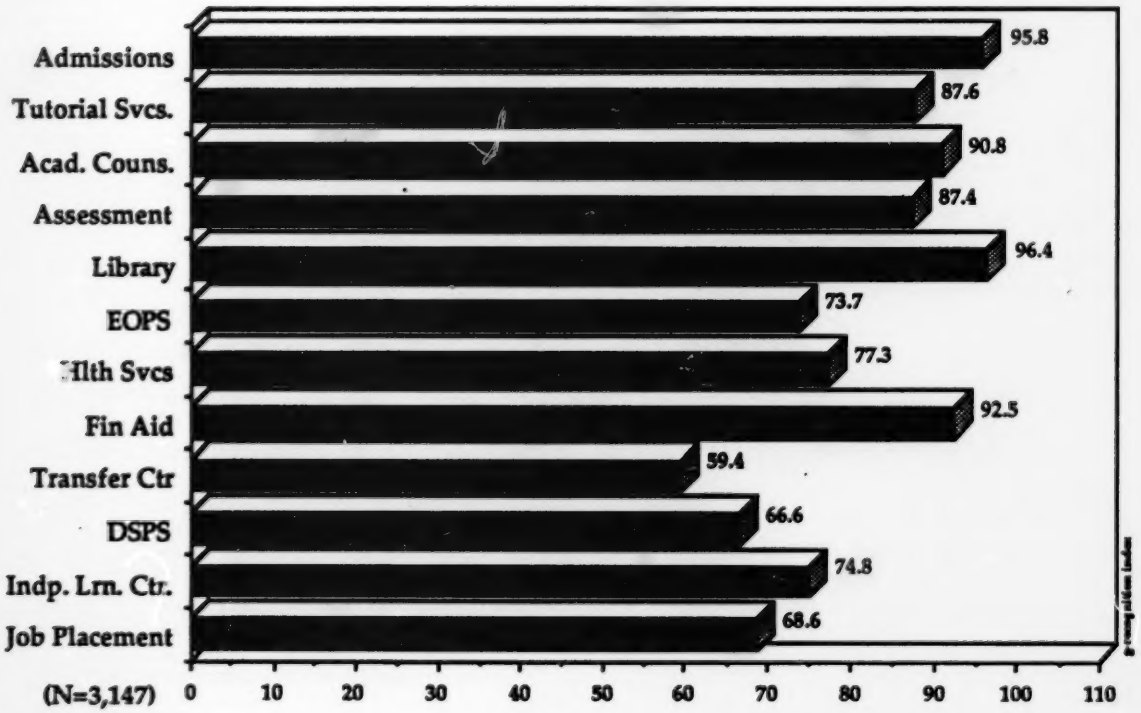

Figure 1: **Recognition Index - 1993 Districtwide Survey**

Use Index

The use index applied in the analysis of survey results differed slightly from the use index in the Matriculation Local Research Options. The index used in this study represents the ratio of students who have used the service (answers C, D, E) to the students who have heard of the service (answers B, C, D, E) and not to the total group of survey respondents (answers A, B, C, D, E) as suggested by the Research Options.

$$\text{Use index} = \frac{C + D + E}{B + C + D + E}$$

The rationale for using this formula is that only students who are aware of (recognize) the service are able to use it. Figure 2 displays the use index for the 12 services surveyed. Admissions, the library, and assessment/testing were the three services most used by students. As would be expected, services that target a specific population, such as DSPS (10.4%), the Transfer Center (25.0%) and EOPS (25.1%), have a lower use index than more general services.

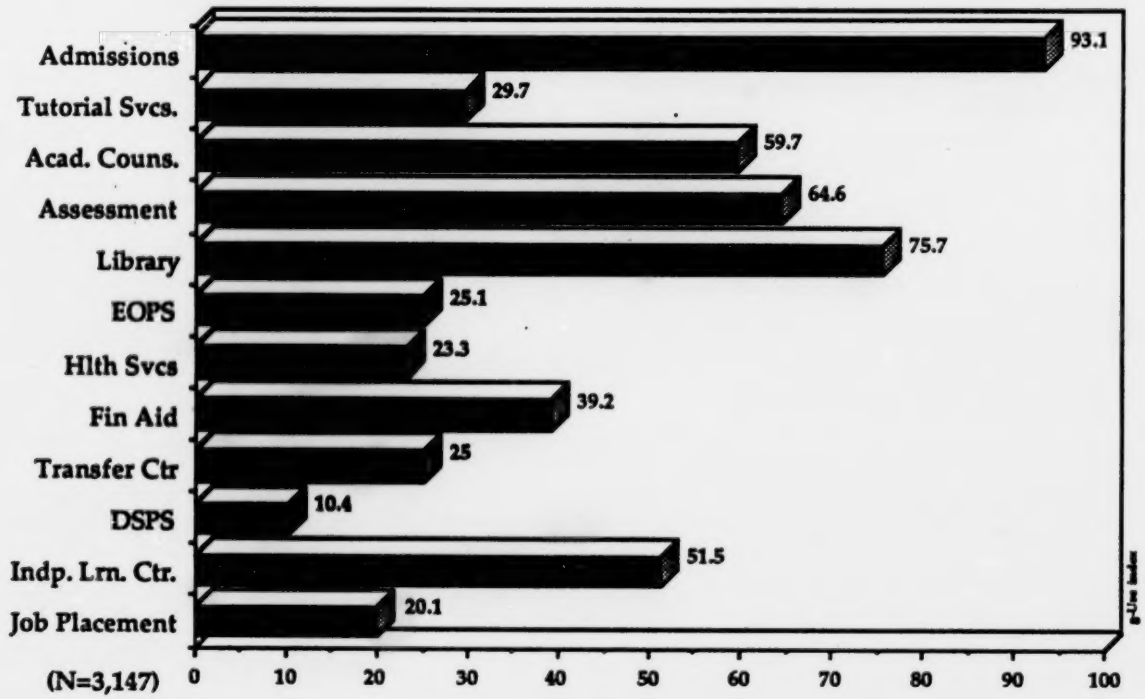

Figure 2: **Use Index - 1993 Districtwide Student Survey**

Satisfaction Index

The satisfaction index is defined as the percentage of students who have used the service that found it helpful or very helpful, or:

$$\text{Satisfaction Index} = \frac{D + E}{C + D + E}$$

Figure 3 displays the satisfaction index for the 12 services. Overall, students were very satisfied with the services received. All but one service (job placement) had a satisfaction index over 69%. Library services (86.1%), Independent Learning Center (85.9%), and admissions (84.0%) were the services that students were most satisfied with.

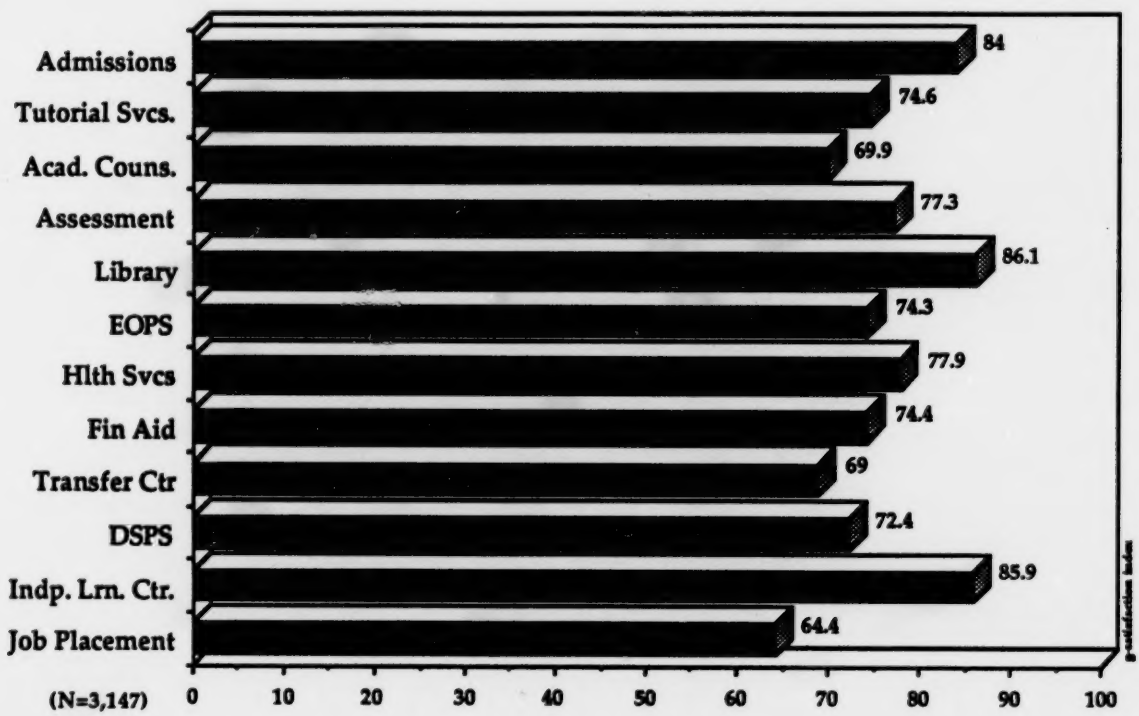

Figure 3: **Satisfaction Index - 1993 Districtwide Student Survey**

Differences by Subgroup

Results of the survey were analyzed by five subgroupings: racial/ethnic, gender, full time/part time enrollment status, day/evening attendance, and new/continuing student (see Appendix B). Data by subgroups were analyzed in two ways. First, subgroup scores for each individual service were studied. Second, a composite index (the average of the 12 services) was computed to determine an overall recognition, use, and satisfaction index.

Racial/ethnic group

African American, Asian, Caucasian, Latino, and "other" were the five categories of race/ethnicity used in the analyses. Racial/ethnic groups with an insufficient number of respondents to accommodate statistical analysis were consolidated into the "other" category (including American Indian, Filipino, and other non-White students).

On the following page, Figure 4 displays the composite recognition, use, and satisfaction index by racial/ethnic group. African American students had the highest recognition index on five of the 12 support services (EOPS, health, financial aid, Independent Learning Center, job placement), as well as the highest composite recognition index (83.1%). They had the lowest use index on four of the 12 services (admissions, academic counseling, library, and Independent Learning Center), but the highest satisfaction index on eight of the 12 services. African American students also had the highest composite satisfaction index (80.1%).

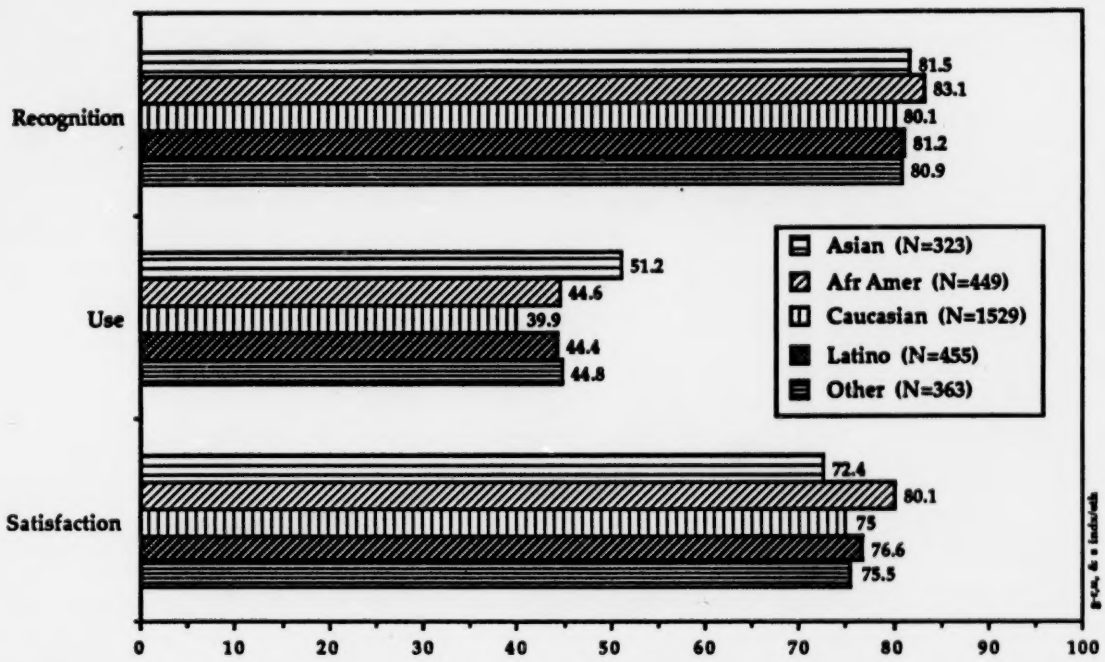

Figure 4: Recognition, Use, and Satisfaction Indices by Racial/Ethnic Group

Asian students had the highest use index on eight of the 12 services that contributed to their overall composite use index also being the highest (51.2%). While a high proportion of Asian students used the support services, those that did were least likely to find it helpful. Asian students had the lowest satisfaction index for five of the 12 services (tutorial, health, DSPS, Independent Learning Center, job placement), as well as the lowest composite satisfaction index (72.4%). Caucasian students had the lowest composite use index (39.9%) and second lowest satisfaction index (75.0%).

Gender

Males and females were very similar in their recognition and use index for the 12 services. Females had a higher satisfaction index for all but one service (academic counseling - both sexes rated it the same) and a higher composite satisfaction index (78.9% compared to 72.3%).

Full time/part time attendance

Students were divided into full time or part time status based on their answer to Question 38. Full time students were those with 12 or more

units (answers D and E). As would be expected, a higher proportion of full time students were aware of and used support services than part time students. Full time students had a higher satisfaction index for seven of the 12 services and a higher composite recognition index (77.7% compared to 74.1%).

Day/evening enrollment

Question 40 was used to differentiate day and evening students. Only students that answered (A)mostly day (N=1431) or (B)mostly evening (N=1057) were included in this part of the analysis. As would be expected, day students had higher composite recognition and use indices than evening students. Day students had a higher recognition index for seven of the 12 services (the index for the remaining five services were very similar) and a higher composite index (82.2% compared to 79.1%).

A higher proportion of day students used ten of 12 services (the index for admissions and DSPS was similar). Day students had a composite use index of 46.5% compared to 36.5% for evening students. The composite satisfaction index for the groups was similar (76.6% for day students, 74.7% for evening students).

New/continuing students

For this analysis, students with 15 or fewer units were considered "new" students; continuing students were those with more than 30 units. Continuing students had a higher recognition and use index on almost all of the services. Likewise, their composite recognition and use index were higher than for new students (82.7% and 45.2% compared to 77.6% and 39.2%).

The satisfaction index for the two groups was the same. This reflects the mixed results of satisfaction on individual support services. As with the analysis by racial/ethnic group, for certain groups there appears to be an inverse relationship between use and satisfaction. These results concur with the findings of other researchers, including Slark (1993) and Spicer (1990) who found an inverse relationship between use and satisfaction by day/evening enrollment, unit load, and racial/ethnic groups (in particular, Asian students) at other community colleges.

Matriculation Components

The primary purpose of the Seymour-Campbell Matriculation Act (AB3) of 1986 was to ensure students access to a community college, equitable opportunities for a quality education, and successful attainment of their educational objectives. Of the seven components of the matriculation process, five provide direct services to students: admissions, orientation, assessment, counseling and advisement, and follow up.

Admissions (Question 3)

The admissions component of matriculation includes application procedures, initial collection of student information, referral to other college services and support of the registration process.

Nearly all of the survey respondents were aware of (95.8%) and had taken part in (93.1%) admissions (the application process). Given that all students must complete the application process before enrolling in class, the remaining 6.9% of students either forgot or referred to the process as something other than admissions. Eighty-four percent of the students who used admissions found it helpful or very helpful.

Orientation (Question 15)

The orientation component is designed to familiarize students with the college's academic and vocational programs, support services and resources, and their rights and responsibilities. Only half (49.6%) of the students responding to the survey attended (or remembered attending) an orientation session. Of the students that did attend, 74.0% agreed that the session provided them with useful information about student services.

African American students were much more likely to agree (82.2%) that orientation provided them with useful information about student services. Caucasian students were the least likely to agree with the question (68.6% - statistically significant at the .05 level). There was no difference in the response by gender, full time/part time, day/evening, or new/continuing students.

Assessment (Questions 19 and 20)

Over two-thirds of the survey respondents took the English (70.3%) or math (68.3%) assessment test. A majority of the students (Figure 5) felt

that the results of the assessment test placed them in the correct level English and math class (81.0% and 77.8%, respectively).

Evening students were more likely to agree or strongly agree that the math assessment test placed them in the correct level math course compared to day students (81.3% compared to 75.2% - statistically significant at the .05 level). There were no difference in the results of the assessment questions by racial/ethnic group, gender, full time/part time, or new/continuing students.

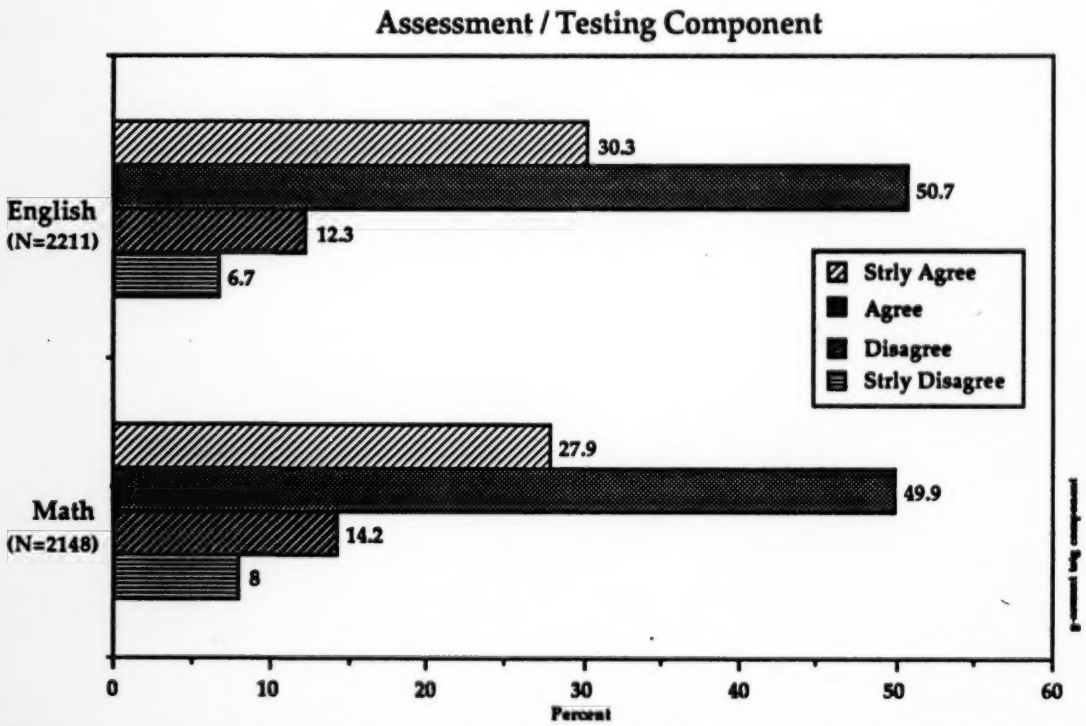

Figure 5: Student agreement with accuracy of English (Q: 19) and Math (Q: 20) Assessment

Counseling and Advisement (Questions 16 - 18)

The counseling and advisement component of Matriculation includes interpreting and applying assessment findings; formulation of a student's education plan; discussion of educational or personal concerns; and monitoring of and guidance toward the student's educational goals.

Approximately two-thirds of the students had received counseling (66.2%). Of the students that received counseling, 64.8% agreed that it helped them to clarify their educational goals and 71.3% agreed that it helped them to select courses needed to attain their goal. About an equal proportion of students agreed (50.6%) and disagreed (49.4%) that counseling sessions referred them to special services (such as financial aid and tutoring) that might help them (Figure 6).

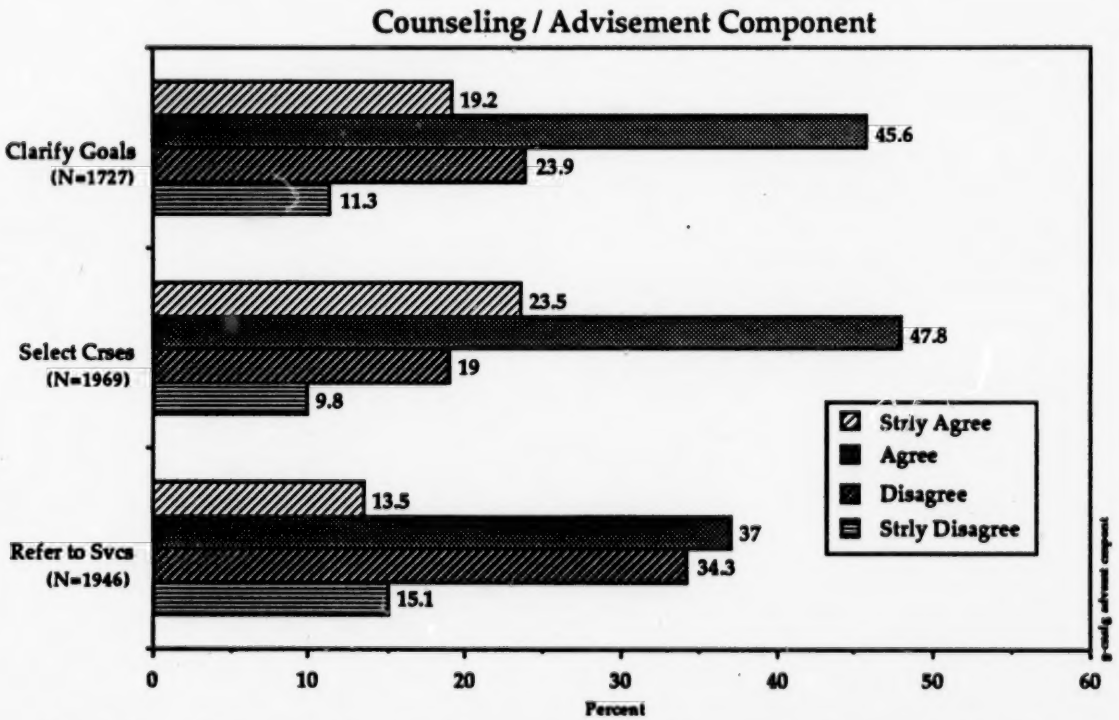

Figure 6: Students' opinions of counseling session assistance in clarifying goals (Q: 16), selecting courses (Q: 17), and referring to support services (Q: 18)

Asian students were the most likely to find counseling session(s) helpful to them: 77.8% agreed it helped clarify their educational goals, 79.4% agreed that it helped them select appropriate classes and 64.6% agreed that it referred them to other services (Table 2). Students in the "other" category were least satisfied with counseling sessions: 44.0% disagreed that it helped to clarify their educational goals, 38.9% disagreed that it helped them select appropriate courses, and 54.4% disagreed that it referred them to other services (the difference in all three questions was statistically significant at the .05 level). There was no statistical difference in the responses by gender, full time/part time, day/evening, or new/continuing students.

Table 2

Racial/ethnic grouping of student responses to categories "agree" or "strongly agree" that counseling sessions helped to clarify goals, select courses, and referred them to services.

	Asian (N=323) %	African American (N=449) %	Caucasian (N=1529) %	Latino (N=455) %	Other (N=363) %
Clarify Goals	77.8	73.3	62.1	60.2	56.0
Select Courses	79.4	76.8	71.0	67.7	61.1
Refer to Services	64.6	59.0	43.3	55.9	45.6

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Follow up (Questions 42 and 43)

Of the students that responded to the question, 60.6% said that they would be returning to the same campus next fall, 13.8% were not returning and 25.6% were unsure. Two-thirds of the Asian students indicated that they would be returning next semester compared to 56.5% of African American students. African American and Latino students were more likely to say they were "uncertain" whether they would be returning next semester. Part time and evening students were more likely than full time and day students to be "uncertain" as to whether they would return next semester.

Over 60% of the students who declared an associate's degree (66.7%), certificate (65.4%), or transfer goal (60.8%) indicated that they would be returning next semester. Forty-two percent of the students who declared a goal of job skills and 30.2% of the students who declared "other" as their goal were "uncertain" whether they would return next semester.

Of the 425 students that said that they were not returning to an SDCCD campus, 62.3% said they were transferring to a four-year university, 14.4% were continuing at another community college, 13.0% had completed their educational goal, 4.9% were taking a temporary leave, and the remaining 5.4% were uncertain as to what their status would be next semester (Figure 7).

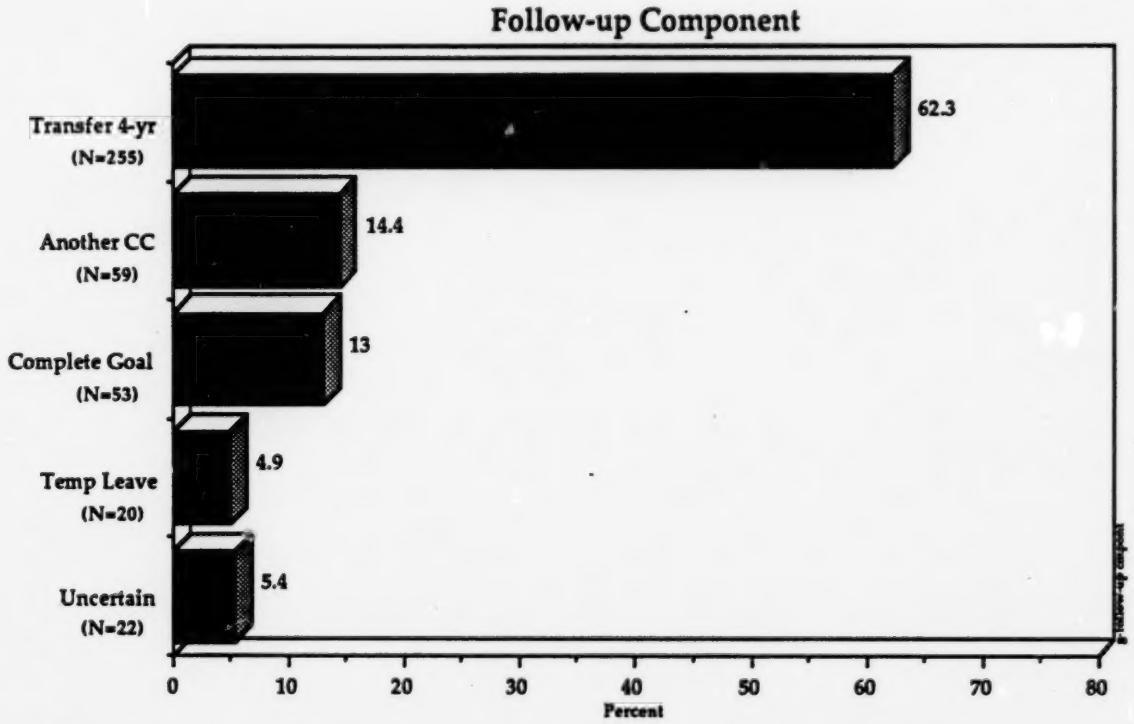

Figure 7: Student status of students not returning next semester

With the exception of new students, transfer was the most frequent response given by all subgroups for not returning next semester. Excluding transfer, African American (23.6%), Latino (17.6%), part time (22.1%), and new (50.0%) students were more likely to indicate that they would be attending another community college next semester compared to

other subgroups. Asian (21.9%), other nonwhite (16.0%), and female (16.0%) students tended to say that they had finished their educational goals.

Student-Faculty Interaction (Questions 21 - 24)

Over three-quarters of the students that responded to the question (76.3%) agreed that faculty are concerned with their success (Figure 8). About 80% of Latino students felt that faculty are concerned with their success (79.7%). A significantly lower percentage of other nonwhite students felt that faculty are concerned with their success (71.0% - statistically significant at the .05 level). Students who attended in the evening were more likely to agree that faculty are concerned about their success than day students.

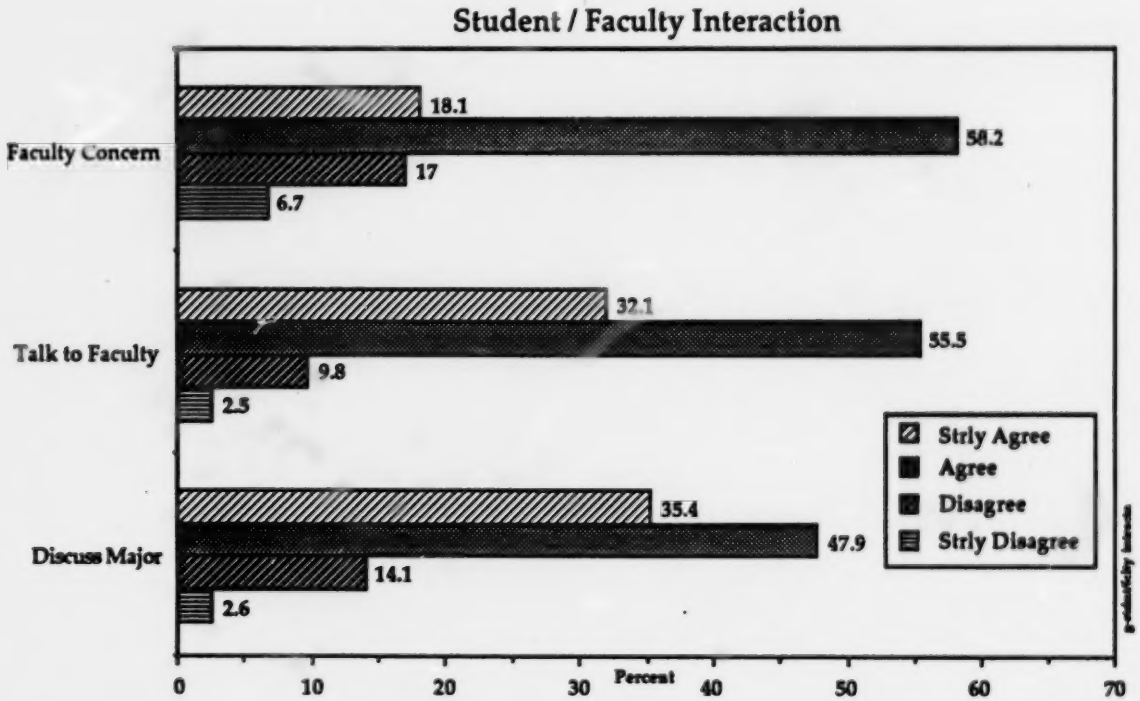

Figure 8: Students' opinion of student/faculty interaction

Almost 88% of the students felt free to talk with their instructors outside of the classroom. Caucasian students tended to agree with this statement

(89.5%) significantly more than students in the other nonwhite category (84.1%). No other group showed significant differences in results.

More than 80% of the students responding indicated that they would like more opportunity to discuss their major and employment opportunities with a faculty member (83.3%). Asian and other nonwhite students were significantly more likely to agree with the statement (88.4% and 88.5%, respectively) than Caucasian students (79.9%).

The vast majority (88.8%) of the students were satisfied with the education they were receiving. Caucasian students were significantly more likely than Asian students to be satisfied with the education they were receiving (90.2% compared to 82.4%). Females were more likely to strongly agree with the statement than males (27.0% compared to 23.0%). There were no differences in the responses by full time/part time, day/evening, or new/continuing students.

Personal Growth

During the last decade there has been a shift in emphasis from open access to student outcomes (accountability). Another emergent theme is an emphasis on return on investment: the notion of students as consumers and the public as investors. A number of legislative mandates now require the tracking of student success indicators; colleges are being required to document their affects on student learning and development. "True excellence," Astin (1984) argues "resides in the ability of the college or university to affect its students favorably, to enhance their intellectual development, and to make a positive difference in their lives." Questions 25 to 31 were designed to explore this concept of "value-added" assessment: how has the training, education, and experiences at an SDCCD campus affected the learning and development of its students?

A majority of students felt that the training and education received at an SDCCD campus contributed some or very much to their personal growth in the seven listed areas (see Figure 9). More than 80% of the students felt that the training and education that they received at an SDCCD campus contributed some or very much to their ability to present ideas and information clearly and concisely in a written assignment (86.4%), to understanding their abilities and interests (82.5%), to using information learned in class to solve problems encountered outside of class (80.7%), and to becoming aware of different cultures and philosophies (80.1%).

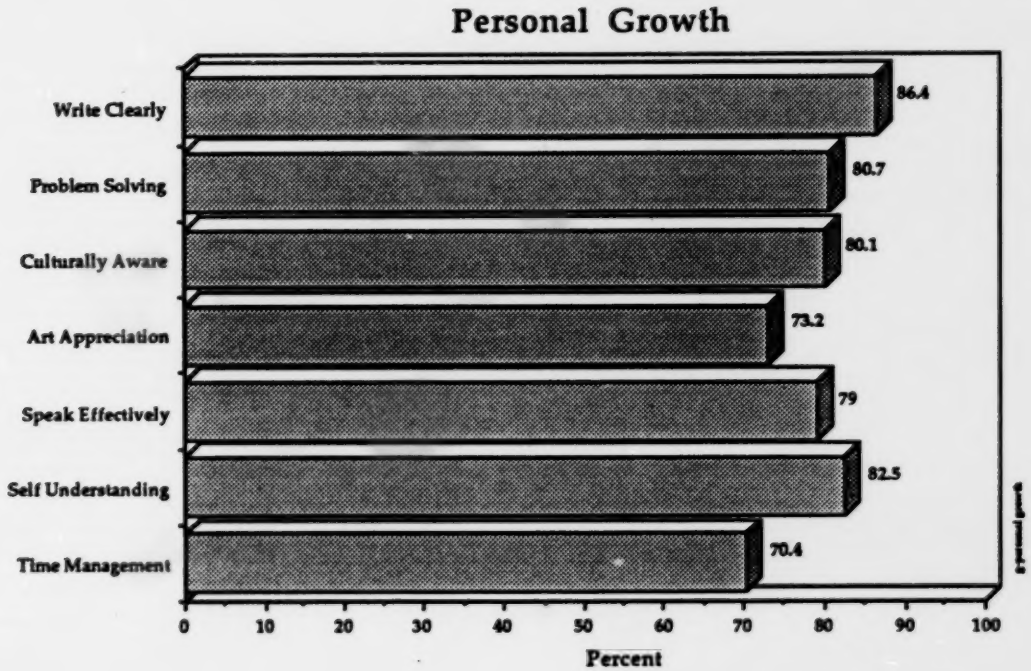

Figure 9: **Percentage of students indicating that SDCCD education and training contributed "some" or "very much" to their personal growth**

Differences by Subgroup

Racial/ethnic group

Latino and African American students tended to feel that the training and education received at an SDCCD campus contributed some or very much to their personal growth in four areas:

Question 26:	Using information learned in class to solve problems encountered outside of class
Question 29:	Speaking effectively
Question 30:	Understanding myself - my abilities and interests
Question 31:	Effectively managing my time.

Asian and Caucasian students were more likely than students in the other racial/ethnic groups to say that the training and education received contributed "some" or "very little" to their personal growth in the four areas listed above. There were no statistical differences in the responses by racial/ethnic group for the other three areas.

Gender

Males were significantly more likely than females to say that the training and education received at an SDCCD campus contributed some or very much to their personal growth in six of the seven areas ("effectively managing my time" was the exception).

Full time/part time status

Full time students were more likely than part time students to feel that their SDCCD experiences contributed to their personal growth in becoming aware of different cultures and philosophies (question 27), and in developing an understanding and appreciation for literature and the arts (question 28). Conversely, part time students were more likely than full time students to say that their SDCCD experiences contributed to their ability to manage their time effectively (question 31).

New/continuing students

Continuing students were more likely than new students to say that their educational experiences at an SDCCD campus contributed to their ability to present ideas and information clearly and concisely in a written assignment (question 25). Similar differences between new and continuing students were also found with respect to their awareness of different cultures and philosophies (question 27) and their developing an understanding and appreciation for literature and the arts (question 28).

SUMMARY

Overall, students in the district are satisfied with the education they are receiving. One-fourth (25.1%) of the students strongly agreed that they were satisfied with the education that they are receiving (Question 24). Another 63.7% agreed with the statement.

Students were aware of most of the student support services listed in the survey. The recognition index ranged from 59.4% (Transfer Center) to 96.4% (Library). As would be expected, services targeted to special

populations such as DSPS (10.4%) had a lower use index than services for the general student population such as the library (75.7%).

Of the students that have used support services, most found them to be helpful. The satisfaction index ranged from 64.4% (job placement) to 86.1% (Library). African American students were more likely to recognize and be satisfied with support services. A higher proportion of Asian students used the support services however they were least satisfied with the services received. There was no difference in the recognition and use index by gender, although females tended to be more satisfied with the services received than males.

Full time and day students had higher recognition, use and satisfaction indices than part time and evening students. Continuing students had higher recognition and use indices than new student but were similar on their satisfaction index.

Of the students that participated in the matriculation activities, most found them helpful:

Admissions -	84% rated it helpful or very helpful
Orientation -	74% said it provided useful information about services
Assessment -	81.0% indicated that they were placed in the correct level English class 77.8% said that they were placed in the correct level math class

The Counseling/Advisement component received somewhat lower ratings than did other matriculation components. This finding is consistent with prior surveys conducted in 1989 and 1991. While 71.3% of the students agreed that counseling sessions helped in selecting appropriate classes, less than two-thirds (64.8%) agreed it helped to clarify their educational goals. About an equal proportion of students agreed (50.6%) and disagreed (49.4%) that counseling sessions referred them to support services.

Sixty percent of the survey respondents indicated that they would be returning to the campus they are currently attending, 13.8% were not returning, and 25.6% were unsure. African American, Latino, part time, and evening students and students with educational goals of "job skills" or "other" were more likely to say that they were unsure if they would be returning next semester.

Over three-quarters of the students agreed that faculty are concerned with their success. Most students (87.7%) felt free to talk with their instructors outside of the classroom and would like more opportunity to discuss their major and employment opportunities with faculty (83.3%). A majority of students felt that the training and education received at an SDCCD campus contributed some or very much to their personal and intellectual growth in the areas surveyed. Students felt that the area in which the education received contributed the greatest was in presenting ideas and information clearly and concisely in a written assignment.

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APPENDIX

A. **San Diego Community College District**
Student Survey

B. **Recognition, Use, and Satisfaction Indices**

- **Racial/Ethnic Group**
- **Gender**
- **Part-Time / Full-Time Status**
- **Day / Evening Attendance**
- **New & Continuing Students**

Appendix A

SAN DIEGO COMMUNITY COLLEGE DISTRICT
STUDENT SURVEY

1. Why did you enroll in the campus you are now attending? (mark all that apply)

(A) location convenient
(B) need to learn initial job skills
(C) want to transfer to university
(D) classes offered at convenient times
(E) wanted to improve present job skills

2. Question 1 continued (mark all that apply)

(A) high school teacher/counselor advised me to enroll
(B) to obtain license or certificate
(C) wanted to improve reading, writing, or study skills
(D) personal interest
(E) could not get my class(es) at SDSU/UCSD

Indicate which one of the following statements best describes your experiences with each campus resource or service.

(A) Have never heard of it
(B) Heard of it, but have never used it
(C) Used it, but was not satisfied
(D) Used it and found it helpful
(E) Used it and found it very helpful

3. Admission (application)	A	B	C	D	E
4. Tutorial services	A	B	C	D	E
5. Academic counseling	A	B	C	D	E
6. Assessment/Testing services	A	B	C	D	E
7. Library services	A	B	C	D	E
8. Educational Opportunities Programs and Services (EOPS)	A	B	C	D	E
9. Health services	A	B	C	D	E
10. Financial Aid services	A	B	C	D	E
11. Transfer Center services	A	B	C	D	E
12. Disabled Student Programs and Services (DSPS)	A	B	C	D	E
13. Independent Learning Center services	A	B	C	D	E
14. Job Placement services	A	B	C	D	E

When you first enrolled at this campus you may have attended an orientation session, met with a counselor, and taken an assessment test. Rate your level of agreement with each of the following statements based on your experience. If you did not participate in the activity, mark answer E (not applicable).

	strongly agree	agree	disagree	strongly disagree	not applicable
15. The Orientation session provided me with useful information about student services (eg. financial aid, counseling, tutoring).	A	B	C	D	E
16. The counseling session(s) helped me clarify my educational goals.	A	B	C	D	E
17. The counseling sessions(s) helped me select courses I need to attain my goal.	A	B	C	D	E
18. The counseling session(s) referred me to special services (such as financial aid, tutoring) that might help me.	A	B	C	D	E
19. The reading and writing assessment test results helped me enroll in the right level of English class.	A	B	C	D	E
20. The math assessment test results helped me enroll in the right level math class.	A	B	C	D	E
21. I believe that the faculty are concerned about my academic success.	A	B	C	D	E
22. I feel free to talk with my instructor(s) outside of the classroom.	A	B	C	D	E
23. I would like more opportunity to discuss my major and employment opportunities with a faculty member.	A	B	C	D	E
24. Overall, I am satisfied with the education I am receiving.	A	B	C	D	E

How much did the education and training you received at this campus contribute to your personal growth in the following areas:

	very much	some	very little	no opinion
25. Presenting ideas and information clearly and concisely in a written assignment	A	B	C	D
26. Using information learned in class to solve problems encountered outside of class	A	B	C	D
27. Becoming aware of different cultures and philosophies	A	B	C	D
28. Developing an understanding and appreciation for literature and the arts	A	B	C	D
29. Speaking effectively	A	B	C	D
30. Understanding myself - my abilities and interests	A	B	C	D
31. Effectively managing my time	A	B	C	D

Please complete the following information about yourself:

32. Age: (A) 16-25 (B) 26-35 (C) 36-45 (D) 46-55 (E) over 56

33. Sex: (A) Male (B) Female

34. Educational goal:
(A) Bachelor's degree or higher (transfer)
(B) Associate's degree (no transfer)
(C) Acquire or update job skills
(D) Earn or maintain certificate
(E) Other (specify _____)

35. Ethnic Group (please mark only one):

(A) American Indian (B) Asian
(C) African American (D) Caucasian

36. Ethnic Group (continued from question 35)

(A) Filipino (B) Latino
(C) Middle Eastern (D) Other _____

37. My employment status is:

(A) Full-time work (35 or more hours a week)
(B) Part-time work (1 - 34 hours a week)
(C) Unemployed, seeking work
(D) Unemployed, not seeking work

38. How many units are you enrolled in this semester?

(A) 0 - 3 (B) 3.5 - 6 (C) 6.5 - 11.5
(D) 12 - 14 (E) 15 or more

39. How many college units have you completed before this semester?

(A) 0 (My first semester)
(B) 1 - 15 units
(C) 16 - 30 units
(D) 31 - 45 units
(E) 46 or more units

40. At present, when do you attend classes?

(A) mostly day
(B) mostly evening
(C) split between day and evening

41. Which campus are you attending?

(A) City (B) Mesa (C) Miramar (D) ECC

42. Will you be returning to this campus next semester?

(A) Yes (B) No (C) I don't know

43. If "No" to question 42, what will be your student status next semester?

(A) Transfer to a 4-year college or university
(B) Continue at another community college
(Which one? _____)
(C) Have completed my educational goal (goal? _____)
(D) Temporary leave, but will return
(E) Unsure at this time

Appendix B

Recognition, Use, and Satisfaction Index by Racial / Ethnic Group
1993 Districtwide Student Survey

Recognition Index:

Service	Asian %	Afr. Amer %	Caucasian %	Latino %	Other %
Admissions (application)	93.1	94.4	97.0	95.6	95.2
Tutorial Services	88.9	87.5	87.0	89.2	87.3
Academic Counseling	89.1	89.0	92.6	88.6	90.1
Assessment/Testing	82.6	87.5	88.0	87.6	88.9
Library Services	96.0	96.0	96.7	96.2	96.7
EOPS	81.1	83.9	67.0	77.3	78.7
Health Services	76.1	80.4	77.2	75.7	77.8
Financial Aid	90.4	94.2	92.4	93.8	91.4
Transfer Center	67.9	61.4	56.5	63.3	58.1
DSP & S	68.4	66.1	66.8	65.7	65.1
Indep. Learning Center	76.3	78.0	74.6	72.1	73.1
Job Placement	67.9	79.2	65.5	69.5	68.1
Composite Index	81.5	83.1	80.1	81.2	80.9

Use Index:

Service	Asian %	Afr. Amer %	Caucasian %	Latino %	Other %
Admissions (application)	91.6	90.2	93.9	94.0	93.8
Tutorial Services	44.6	37.6	22.8	34.8	27.9
Academic Counseling	65.4	55.7	59.1	58.8	62.6
Assessment/Testing	69.4	64.3	60.3	70.5	70.9
Library Services	78.0	73.5	74.7	76.8	79.1
EOPS	42.9	29.0	17.7	30.0	24.6
Health Services	27.8	26.6	21.0	21.3	27.8
Financial Aid	58.8	50.6	30.8	43.3	37.6
Transfer Center	32.6	22.9	21.8	25.9	30.6
DSP & S	13.2	13.2	8.7	10.8	10.6
Indep. Learning Center	59.6	44.3	52.9	47.4	52.3
Job Placement	30.7	27.4	15.5	18.7	19.9
Composite Index	51.2	44.6	39.9	44.4	44.8

Satisfaction Index:

Service	Asian %	Afr. Amer %	Caucasian %	Latino %	Other %
Admissions (application)	83.0	89.7	82.8	85.4	82.4
Tutorial Services	68.0	78.2	74.3	77.3	76.1
Academic Counseling	76.5	79.2	66.9	69.6	66.7
Assessment/Testing	77.7	84.5	74.5	77.5	79.3
Library Services	85.1	89.9	84.7	89.6	84.8
EOPS	78.6	76.1	68.0	77.1	78.6
Health Services	55.9	85.4	81.0	71.2	83.3
Financial Aid	81.3	80.8	69.1	78.3	67.7
Transfer Center	67.6	69.8	69.7	71.6	62.5
DSP & S	58.6	71.8	75.3	71.9	76.0
Indep. Learning Center	78.1	88.4	87.0	87.0	84.8
Job Placement	58.2	68.0	66.5	62.7	63.3
Composite Index	72.4	80.1	75.0	76.6	75.5

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Recognition, Use, and Satisfaction Index by Gender
1993 Districtwide Student Survey
(N= 3,147)

Service	*Recognition*		*Use*		*Satisfaction*	
	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%
Admissions (Application)	95.2	96.3	92.3	93.9	82.3	85.5
Tutorial Services	87.3	87.9	28.8	30.4	70.9	77.6
Academic Counseling	91.1	90.6	58.4	60.9	69.9	69.9
Assessment/Testing	86.5	88.2	65.4	63.9	74.0	80.3
Library Services	96.1	96.6	75.2	76.2	84.5	87.5
EOPS	71.5	75.6	25.8	24.5	68.4	79.5
Health Services	76.8	77.8	23.1	23.4	73.2	81.8
Financial Aid	91.3	93.6	37.5	40.9	70.8	77.3
Transfer Center	61.7	57.3	27.6	22.4	66.5	71.7
DSP & S	62.6	70.1	11.5	9.5	65.1	79.1
Independ. Learning Ctr.	74.7	74.9	50.3	52.5	81.9	89.2
Job Placement	67.3	69.6	21.2	19.1	60.5	67.7
Composite Index	80.2	81.5	43.1	43.1	72.3	78.9

Recognition, Use, and Satisfaction Index by
Part-Time / Full-Time Status
1993 Districtwide Student Survey
(N= 3,147)

Service	*Recognition*		*Use*		*Satisfaction*	
	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time
	%	%	%	%	%	%
Admissions (Application)	95.6	96.1	92.3	94.5	84.4	83.4
Tutorial Services	85.3	91.2	25.8	35.6	72.7	77.0
Academic Counseling	90.3	91.8	54.7	67.9	69.5	70.3
Assessment/Testing	86.8	88.3	61.4	69.8	78.1	76.0
Library Services	96.2	96.8	70.9	83.4	85.7	86.7
EOPS	70.3	79.1	19.8	32.9	71.3	76.9
Health Services	76.1	79.2	19.6	29.3	71.9	84.1
Financial Aid	91.9	93.5	32.6	50.0	70.9	78.3
Transfer Center	56.7	63.9	22.0	29.6	69.1	68.6
DSP & S	64.4	70.3	9.6	11.6	68.3	76.8
Independ. Learning Ctr.	72.7	78.3	46.5	59.2	84.2	88.0
Job Placement	67.9	69.9	19.1	21.7	63.2	66.7
Composite Index	79.5	83.2	39.5	48.8	74.1	77.7

Recognition, Use, and Satisfaction Index by Day / Evening Attendance 1993 Districtwide Student Survey (N= 3,147)

Service	*Recognition*		*Use*		*Satisfaction*	
	Day	Eve.	Day	Eve.	Day	Eve.
	%	%	%	%	%	%
Admissions (Application)	96.1	96.3	93.7	92.1	85.6	83.4
Tutorial Services	89.3	84.7	33.0	22.6	78.4	71.8
Academic Counseling	90.9	90.5	64.5	51.5	70.3	72.0
Assessment/Testing	87.7	86.8	68.3	58.8	78.2	79.0
Library Services	96.5	96.0	81.6	64.9	86.1	86.9
EOPS	76.9	69.4	28.5	19.3	73.9	75.2
Health Services	79.3	74.8	28.7	14.7	82.5	69.0
Financial Aid	92.2	92.9	45.0	28.4	76.4	70.9
Transfer Center	60.1	56.7	27.0	18.7	71.0	68.8
DSP & S	68.8	62.6	10.6	9.1	69.2	68.3
Independ. Learning Ctr.	78.1	70.4	56.4	40.4	87.4	82.0
Job Placement	70.1	68.2	20.6	17.1	60.7	69.1
Composite Index	82.2	79.1	46.5	36.5	76.6	74.7

Recognition, Use, and Satisfaction Index by New & Continuing Students 1993 Districtwide Student Survey (N= 3,147)

Service	*Recognition*		*Use*		*Satisfaction*	
	New	Cont.	New	Cont.	New	Cont.
	%	%	%	%	%	%
Admissions (Application)	94.5	96.5	90.9	94.3	85.0	83.2
Tutorial Services	84.4	89.4	24.4	32.5	73.5	73.3
Academic Counseling	86.2	92.9	47.2	65.7	71.6	68.3
Assessment/Testing	88.3	86.6	71.3	59.1	82.4	74.8
Library Services	95.9	96.8	63.9	81.7	88.5	85.1
EOPS	69.8	75.8	25.5	25.1	72.4	76.1
Health Services	73.2	79.8	19.4	25.8	67.2	79.9
Financial Aid	90.2	93.6	40.5	40.1	78.4	72.5
Transfer Center	56.3	61.4	16.6	30.4	76.8	66.1
DSP & S	59.1	70.8	12.2	9.9	66.7	77.7
Independ. Learning Ctr.	66.7	79.3	40.7	57.4	83.6	86.4
Job Placement	66.4	69.7	18.4	20.6	64.5	66.4
Composite Index	77.6	82.7	39.2	45.2	75.9	75.8